



The Role of Social Competence of Christian Religious Education Teachers (Pak) in Increasing Student Learning Motivation

Sogiato Lastrı Hasonangan Cıbro¹, Dorlan Naıbahı², Daniel Solano Vargas³

¹ IAKN, Tarutung; sogiatocıbro15@gmail.com

² IAKN, Tarutung; dorlannaıbahı4@gmail.com

³ School of Education University of Costa Rica San Jos , Costa Rica, daniel.solano@ucr.ac.cr

Received: 2024/06/05

Revised: 2024/08/05

Accepted: 2024/08/25

Abstract

Social competence is the ability of an educator to communicate and interact effectively with students, educational staff, parents, and the surrounding community. Therefore, the social competence of Christian Religious Education teachers is required to be adequate, especially in activities related to learning practices in schools and the surrounding environment. Communication skills are a system of knowledge, skills, motivation, and attitudes that are part of the most important competencies of teachers. Communication and interaction between Christian Religious Education teachers with students, fellow students, educational staff, parents, and the community must be built on the values of God's truth. The social competence of PAK teachers with students' PAK learning motivation begins with the PAK teacher's ability to communicate and communicate effectively with students, pupils, parents or guardians of students and the community. Student learning motivation has a very important role in student learning success, because motivation is a means of encouraging students to be enthusiastic in learning activities, so in this case it must be a concern for every PAK teacher. The ability of a PAK teacher is very decisive in achieving the above goals, a PAK teacher is not enough if he only knows how to pray, sing and lecture. A competent PAK teacher is a teacher who is able to teach, organize and manage and master the classroom and understand psychology that can provide good learning motivation to students.

Keywords

Social Competence, PAK Teacher, Motivation

Corresponding Author

Sogiato Lastrı Hasonangan Cıbro

IAKN, Tarutung; Sogiatocıbro15@gmail.com

1. INTRODUCTION

Social competence is the ability of educators to communicate and interact effectively with students, educational staff, parents, and the surrounding community. Another opinion also states that social competence is a teacher's ability to carry out learning activities and how they relate to students during the teaching

and learning process (Musabdo, 2021: 239). Dorlan Naibaho also defines social competence in his book as the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community.¹Therefore, a teacher's social competence is required to be adequate, especially in activities related to learning practices at school and in the surrounding environment, both at school and in the community. From this description, it can be concluded that social competence is a teacher's ability to communicate and interact with students, colleagues, and the community.

In the learning process, pedagogical competence, professionalism, personality, and social competence must be possessed by a person in order to achieve learning success. However, in reality, if seen in the field, social competence in learning is still very little attention by a teacher and sometimes less attention or even ignored. This incident is often found in the learning process where it is seen that the interaction between teachers and students is less effective. Social competence here plays a role in maintaining a positive relationship between the two parties, namely teachers and students. The ability of a teacher to interact effectively with the environment and influence others in order to achieve a goal, according to Prof. Dr. Hamzah B. Uno, M.Pd. based on human nature as social and ethical beings, a teacher must be able to treat his students fairly and aim to achieve optimal potential in each student.²

Christian religious education is one of the meansinner Create moral humans according to standards. The main moral law in the Bible is love for God, then love for humans. Catholic Religious Education teachers play a crucial role in delivering learning materials and serving as a continuous resource for managing the learning process. Teaching activities should be well-received by students as part of the art of managing the learning process. Catholic Religious Education teachers must create a learning environment that encourages students to ask questions, observe, and conduct experiments.³When a teacher can apply social competence well, the learning process can be achieved well too.

2. RESEARCH METHODS

¹Naibaho, D. (2021). Code of Ethics and Professionalism of Christian Religious Education Teachers. South Purwokerto: Pocket Books.

²Bima, AS The role of social competence and teacher personality competence in achieving learning success.

³Herman, E (2001) The emotional life of Jesus Christ, a perfect example for Christian religious educators, Veritas 2, No. 2, 256.

The research method used in this article is a library research approach. This research was conducted by reading and reviewing various existing literature, such as books and journals.

3. RESULTS AND DISCUSSION

In Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.⁴In addition, teachers must also possess competencies that include pedagogical competence, personality competence, social competence, and professional competence. Competence is the ability or skill manifested in the form of knowledge, skills, and behaviors possessed and mastered by a teacher in carrying out their professional functions.⁵When related to Christian Religious Education, according to Sijabat, Kaunang, and Dahlan, spirituality is more emphasized in the social competence of Christian Religious Education teachers. He stated that teachers' communication and interactions with students, fellow educators and educational staff, parents or guardians of students, and the community are built on the values of God's truth, love, and brotherhood as part of God's family.⁶Communication skills as a system of knowledge, skills, motivation and attitudes are the most important competencies of a teacher.⁷ Social skills also include understanding the social needs and feelings of others., articulating one's own ideas and needs, solving problems, collaborating and negotiating, and adapting to different behavioral and social demands. For teachersThe prerequisite for producing godly feelings like those of Christ is being filled with the Holy Spirit, producing the fruit of the Spirit, directing emotions, and surrendering oneself to God and others. This fosters an emotional connection between teacher and student and fosters student motivation in the love of Christ.⁸

So social competence is very important and must be possessed by a teacher in addition to the other four competencies, namely pedagogical, professional, personality, and management competencies. This qualification is considered very important and must be possessed by a teacher, because the teacher himself is part of

⁴Hasbi, M. A (2012) Teachers' social competence in learning and its development. Tadib, 17, No. 01, June 2012 Edition

⁵Muspiroh, N. The role of teachers' social competence in creating effective learning.

⁶Sijabat, BS Teaching Professionally. Bandung: Kalam Hidup, 2017.

⁷Lidiza Zlatic, Dragana Bzekic, Snezana Marinkovic, Milevica Bojovic. (2014) "Development of Teacher Communication Competence" Procedia Social and Behavioral Sciences. 606-610.

⁸Astika, Made, and Selvianty Sari Bunga. "The Relationship between Christian Teachers' Social Competence and Students' Character Development: The Challenge of Christian Education in Educating the Youth Generation." Jaffray Journal 14, no. 1 (2016): 63–76.

https://www.ojs.sttjaffray.ac.id/JJV71/article/view/189/pdf_143.

the social (community) where the community itself is the consumer of education, so whether they like it or not teachers and schools must be able to communicate well and effectively with the community, on the other hand schools or teachers who cannot communicate well with the community are usually rejected, because educational institutions and teachers are a place where students are prepared to become good members of society and are able to face future problems. There are several characteristics of social competence that a teacher must have, including first adapting to the environment, which means a teacher needs to adjust to the environment, both the school environment and the community environment. Second empathy and communicating politely, which means attitudes and behavior as well as language will determine the communication atmosphere. Third socialize effectively, such as developing relationships with mutual respect. Fourth have knowledge of relationships between humans. Fifth have social psychology, changes in behavior are influenced by social interactions. Thus it can be concluded that teachers are very responsible for all their actions in learning at school and in the community environment.

In the learning process, pedagogical, professional, personal and social competencies are very important for teachers to achieve learning success, but in reality, social competencies in learning still receive less attention from teachers and are often ignored. This is as often observed in learning shows that communication between teachers and students is less effective, namely the interaction between teachers and students, in learning teachers provide more information/explain without vocal intonation, on the other hand students rarely get the opportunity to express opinions and ask questions, as a result students rarely get the opportunity to express opinions and ask questions. students are passive listeners. Teachers also do not create a calm classroom atmosphere and pay less attention to the state of the class, because many students who make noise while learning cannot be reprimanded by the teacher, causing discomfort in learning, thus reducing student achievement. learning, so that the material delivered is less absorbed by students, thus impacting student grades.

ConnectionThe social competence of religious education teachers with students' motivation to learn religious education begins with the ability of religious education teachers to communicate and communicate effectively with students, pupils, parents or guardians of students and the community. Student learning motivation plays a very important role in student learning success, because motivation is a means of driving and encouraging students in learning activities, so in this case it must be a concern for every religious education teacher. This idea is based on the premise of encouraging students to learn religious education lessons, which is realized through the teacher's ability to communicate and communicate effectively with students, teachers, parents and the community. The social

competence of religious education teachers is closely related to the motivation of students to participate in religious education education. There are three criteria for religious education teacher social skills, namely: First, religious education teachers can communicate and communicate effectively with students. It is said that religious education teachers can communicate and communicate effectively with students if they are able to use language that is easy for students to understand in teaching and learning. This means that religious education teachers avoid words that are difficult for students to understand and use words that are easy for students to understand in the teaching and learning process. In addition, religious education teachers must be able to play intonation well and organize words when speaking loudly, slowly, enthusiastically or with little emphasis when teaching. The way teachers speak or interact with students has a significant impact on learning outcomes and student motivation. Some teachers speak nervously, too quickly, too weakly, repetitively, and rudely. All of this undoubtedly impacts the communication process, or educational communication.

The efforts and hard work of a Religious Education teacher are essential. Children's mental development must be understood and carefully observed, both psychologically and in terms of their different innate characteristics. The ability of a Religious Education teacher is crucial in achieving the above goals. A Religious Education teacher is not enough if he only knows how to pray, sing, and lecture. A competent Religious Education teacher is one who is able to teach, organize, and manage the classroom, as well as understand psychology, which can provide good learning motivation to students.

CONCLUSION

Social competence is the ability of an educator to communicate and interact effectively with students, educational staff, parents, and the surrounding community. Therefore, the social competence of Christian Religious Education teachers is required to be adequate, especially in activities related to learning practices at school and in the surrounding environment. Communication skills are a system of knowledge, skills, motivation, and attitudes that are part of the most important competencies of teachers. Communication and interaction of Christian Religious Education teachers with students, fellow students, educational staff, parents, and the community must be built on the values of God's truth. As a teacher, it is certainly important to improve the quality and skills in carrying out their duties and responsibilities. Social competence is one of the competencies that must be possessed by a teacher, especially a Christian Religious Education teacher. Therefore,

Christian religious teachers must develop their character based on the values of the Christian faith. The social competence of Christian Religious Education teachers is very important in increasing student motivation in Christian Religious Education learning and creating an effective learning process. By understanding and developing the social competence of PAK teachers, PAK teachers can be more effective in maintaining relationships with students and the community, as well as in increasing student motivation in PAK learning.

BIBLIOGRAPHY

Naibaho, D. (2021). Code of Ethics and Professionalism of Christian Religious Education Teachers. South Purwokerto: Pocket Books.

Bima, AS The role of social competence and teacher personality competence in achieving learning success.

Herman, E (2001) The emotional life of Jesus Christ, a perfect example for Christian religious educators, Veritas 2, No. 2, 256.

Hasbi, M. A (2012) Teachers' social competence in learning and its development. Tadib, 17, No. 01, June 2012 Edition

Muspiroh, N. The role of teachers' social competence in creating effective learning. Sijabat, BS Teaching Professionally. Bandung: Kalam Hidup, 2017.

Lidiza Zlatic, Dragana Bzekic, Snezana Marinkovic, Milevica Bojovic. (2014) "Development of Teacher Communication Competence" Procedia Social and Behavioral Sciences. 606-610.

Astika, Made, and Selvianty Sari Bunga. "The Relationship between Christian Teachers' Social Competence and Students' Character Development: The Challenge of Christian Education in Educating the Youth Generation." Jaffray Journal 14, no. 1 (2016): 63–76. https://www.ojs.sttjaffray.ac.id/JJV71/article/view/189/pdf_143.